



South Carolina Department of Education

Together, we can.

Enhancing Education Through Technology (E2T2) American Recovery and Reinvestment Act (ARRA) Formula and Competitive Grant—Round 9

Request for Proposals (RFP)

Application Package

Deadline for Receipt of Applications:
4:30 p.m., September 18, 2009

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State Superintendent of Education

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TABLE OF CONTENTS

PART I: GENERAL INFORMATION	2
A. Introduction/Background	2
B. Definitions of Terms Used	2
C. Eligible Applicants	4
D. Estimated Available Funds	6
E. Funding Limits, Ranges, and Number of Awards	6
F. Grant Funding Period	7
G. Statutory Requirements	7
H. Authorized Activities	8
I. Unauthorized Activities	9
J. Supplement, Not Supplant	9
K. Required Monitoring and Reporting	10
L. Technical Assistance Sessions	10
M. Review and Selection Process	10
N. Appeals Process	11
O. Timeline of Grant Process	11
P. Competitive Priorities	11
Q. Selection Criteria	14
R. Reviewer's Scoring Rubric	14
S. Deadline and Submission Procedures	16
PART II: APPLICATION OVERVIEW, CONTENT, AND INSTRUCTIONS	17
A. Application Overview	17
B. Application Narrative Format	17
C. Program Summary/Abstract	18
D. Press Release	18
E. Applicant Narrative Content	18
1. Statement of Need	18
2. Project Design	19
3. Management and Sustainability	21
4. Evaluation and Dissemination	22
F. Application Budget	23
G. Required Forms and Attachments	24
1. Inclusion of Private Schools	24
2. Assurances	25
3. Terms and Conditions	25
4. Compliance with General Education Provisions Act (GEPA)	25
5. Ed Tech CIPA Assurance Form	25
APPLICATION COVER PAGE	26
INCLUSION OF PRIVATE SCHOOLS	27
ASSURANCES	28
TERMS AND CONDITIONS	29
GEPA: NOTICE TO ALL APPLICANTS	31
SAMPLE TIMELINE TEMPLATE	32
BUDGET FORM	33
ED TECH CIPA ASSURANCE FORM	34

PART I: GENERAL INFORMATION

A. Introduction/Background

The Enhancing Education Through Technology (E2T2) Program was reauthorized as a part of the No Child Left Behind (NCLB) Act of 2001, Public Law, 107-110, Title II, Part D, Section 2401. Under this federal program, the South Carolina Department of Education (SCDE) awards both formula and competitive subgrants to eligible school districts. The primary goal of the E2T2 program is to improve student achievement through the use of technology in schools. It is also designed to ensure that every student is technologically literate by the end of the eighth grade and encourage effective integration of technology with teacher training and curriculum development to establish successful research-based instructional methods.

In previous competitive cycles, the SCDE has required E2T2 funding to be used to implement technologies for student learning as well as staff development initiatives through the use of full-time technology coaches.

The ARRA E2T2 funds provide an opportunity for local education agencies (LEAs) and eligible local entities to implement 21st century classrooms using innovative strategies that enhance instruction, facilitate teaching and learning, and improve student achievement. Eligible applicants seeking competitive funds must propose the use of a full-time instructional technology coach in accordance with the Instructional Technology Coach Guidelines, regardless of whether this grant will provide funding for the coach. All applicants (formula and competitive) will propose strategies for integrating technologies into the classroom.

For this cycle (Round 9), South Carolina will distribute American Recovery and Reinvestment Act (ARRA) E2T2 funds entirely through competitive sub-grants, while the annual E2T2 appropriation (FY10 funds) will be distributed based on 50% formula and 50% competitive sub-grants.

B. Definitions of Terms Used

Capital Outlay: For equipment purchases (items with a per unit value of at least \$5,000), each applicant must develop specifications to meet the needs of South Carolina students and certified staff and conform to the state's bidding requirements and vendor list. The specifications are partly created from the expressed needs of the certified staff in districts and partnerships. Specifications must be reasonable in cost.

Eligible Local Partnership: An eligible local partnership is a partnership that includes at least one high-need LEA and at least *one* of the following:

- An LEA that can demonstrate that teachers in its schools are effectively integrating technology and proven teaching practices into instruction, based on a review of relevant research, and that the integration results in

- improvement in classroom instruction and in helping students meet challenging academic standards.
- An institution of higher education that is in full compliance with the reporting requirements of section 207(f) of the Higher Education Act of 1965, as amended, and that has not been identified by the state as low-performing under that act.
- A for-profit business or organization that develops, designs, manufactures, or produces technology products or services or has substantial expertise in the application of technology in instruction.
- A public or private nonprofit organization with demonstrated expertise in the application of educational technology in instruction.

High Need Local Education Agency: An LEA that is among those LEAs in the state with the highest numbers or percentages of children from families with incomes below the poverty line and serves one or more schools identified for improvement or corrective action under section 1116 of the ESEA, or has substantial need for assistance in acquiring and using technology.

South Carolina ePortfolio Management System (required participation for Competitive funded applicants): The SCDE's web-based technology proficiency assessment system, ePortfolio, is provided at no cost to school districts and will provide necessary components for the assessment of the project. All Competitive funded applicants—particularly targeted staff and students—must participate in the ePortfolio system. For example, the pre-assessment must be used to develop and implement individualized learning plans for each student. Project-based portfolio assessments must be used during the school year to monitor student progress toward technology literacy and academic achievement. Certified staff targeted by the Competitive grant will participate in portfolio assessments via recommended professional development to attain technology proficiency.

- eportfolio.ed.sc.gov
- eportfoliostudent.ed.sc.gov

South Carolina Virtual School Program (SCVSP): AP, Honors, Initial Credit, and Credit Recovery online courses are available at no charge to any student enrolled in a public, private, or home school. Any middle or junior high schools participating in the Competitive funding must give students the opportunity, if appropriate, to participate in SCVSP online courses. The targeted school(s) must submit a sponsor form to receive an administrative account required to approve their students for courses. The SCVSP homepage can be accessed by clicking the "student" tab at elearning.ed.sc.gov.

Instructional Technology Coach (required for Competitive funded applicants): A certified teacher with a high level of technology expertise related to teaching and learning who:

- Attains mentor status (level 4 in ePortfolio) prior to working with certified staff

- Is responsible for assessing certified staff via ePortfolio
- Designs/implements staff development for certified staff to attain technology proficiency (level 3 in ePortfolio) before technology is integrated into classroom.
- If awarded, district submits a Memorandum of Agreement to the SCDE before the start of the school year. (MOA is located at <http://ed.sc.gov/agency/offices/Tech/edtechgrant/documents/DistrictInstructionalTechnologyCoachMOA09-10.pdf>)
- Guidelines, including qualifications and expectations are located at <http://ed.sc.gov/agency/offices/Tech/edtechgrant/documents/DistrictInstructionalTechnologyCoachGuidelines09-10.pdf>
- Technology Coaches are required to attend monthly training sessions provided by the SCDE. The training schedule is included in the guidelines.

District-wide Assessment: All school-based certified staff (teachers, administrators, library media specialists) and 8th grade students of districts receiving E2T2 funds (Formula and/or Competitive) must take an online assessment to measure technology proficiency. This data will be used to report state-wide proficiency to the U.S. Department of Education. Deadline for districts to assess staff and 8th graders is May 28, 2010.

C. Eligible Applicants

Formula Funding

All LEAs or public school districts including the South Carolina Charter School District in South Carolina are eligible to receive their allotted annual E2T2 formula funds based on Title I counts **if**

- the district has a new or updated long-range strategic educational technology plan approved by the SCDE. This plan must be consistent with the objectives of the statewide technology plan and address the statutory local plan requirements. This information can be accessed at <http://ed.sc.gov/agency/offices/tech/techplan/>; **and**
- the district has completed the 2009 Local Inventory Survey, to be made available at eportfolio.ed.sc.gov

Competitive Funding

To be eligible for annual E2T2 and ARRA E2T2 competitive funding, applicants must be an LEA that meets the definition of a "high need local education agency." The SCDE has identified the poverty threshold for South Carolina at 20%. An LEA is considered "high need" if it meets the poverty threshold and serves one or more schools identified for improvement or corrective action under section 1116 of the Elementary and Secondary Education Act (ESEA) **or** has a substantial need for assistance in acquiring and using technology. The following districts have been

identified as “high need” based on poverty data along with the schools that are in improvement status based on the spring 2008 test scores.

Districts not listed as eligible to receive competitive funding may participate as an “eligible local partnership” (see section B. Definitions). Only “high need” LEAs may serve as the fiscal agent for competitive funds.

DISTRICT	POVERTY	POPULATION	% POVERTY
AIKEN COUNTY SCHOOL DISTRICT	5487	27211	20.16%
ALLENDALE COUNTY SCHOOL DISTRICT	801	1828	43.82%
BAMBERG SCHOOL DISTRICT 01	419	1459	28.72%
BAMBERG SCHOOL DISTRICT 02	355	1072	33.12%
BARNWELL SCHOOL DISTRICT 19	428	1022	41.88%
BARNWELL SCHOOL DISTRICT 29	236	926	25.49%
BARNWELL SCHOOL DISTRICT 45	546	2290	23.84%
CALHOUN COUNTY SCHOOL DISTRICT	560	2504	22.36%
CHARLESTON COUNTY SCHOOL DISTRICT	11737	55899	21.00%
CHEROKEE COUNTY SCHOOL DISTRICT	2035	9641	21.11%
CHESTER COUNTY SCHOOL DISTRICT	1415	5933	23.85%
CHESTERFIELD COUNTY SCHOOL DISTRICT	1898	7871	24.11%
CLARENDON SCHOOL DISTRICT 01	510	1359	37.53%
CLARENDON SCHOOL DISTRICT 02	1047	3211	32.61%
CLARENDON SCHOOL DISTRICT 03	219	899	24.36%
COLLETON COUNTY SCHOOL DISTRICT	2066	7210	28.65%
DARLINGTON COUNTY SCHOOL DISTRICT	3288	12270	26.80%
DILLON SCHOOL DISTRICT 01	330	1015	32.51%
DILLON SCHOOL DISTRICT 02	1455	3709	39.23%
DILLON SCHOOL DISTRICT 03	469	1332	35.21%
DORCHESTER SCHOOL DISTRICT 04	780	3411	22.87%
EDGEFIELD COUNTY SCHOOL DISTRICT	837	4058	20.63%
FAIRFIELD COUNTY SCHOOL DISTRICT	958	4118	23.26%
FLORENCE SCHOOL DISTRICT 01	3510	15445	22.73%
FLORENCE SCHOOL DISTRICT 02	297	1195	24.85%
FLORENCE SCHOOL DISTRICT 03	1411	4075	34.63%
FLORENCE SCHOOL DISTRICT 04	423	1280	33.05%
FLORENCE SCHOOL DISTRICT 05	286	1250	22.88%
GEORGETOWN COUNTY SCHOOL DISTRICT	2635	9994	26.37%
GREENWOOD SCHOOL DISTRICT 50	2093	10309	20.30%
HAMPTON SCHOOL DISTRICT 01	519	2395	21.67%
HAMPTON SCHOOL DISTRICT 02	545	1431	38.09%
HORRY COUNTY SCHOOL DISTRICT	7904	37857	20.88%
JASPER COUNTY SCHOOL DISTRICT	995	3928	25.33%
LANCASTER COUNTY SCHOOL DISTRICT	2910	13005	22.38%
LAURENS SCHOOL DISTRICT 55	1459	6822	21.39%
LAURENS SCHOOL DISTRICT 56	977	3669	26.63%
LEE COUNTY SCHOOL DISTRICT	985	3299	29.86%
LEXINGTON SCHOOL DISTRICT 02	2218	10236	21.67%
LEXINGTON SCHOOL DISTRICT 04	727	3532	20.58%

MARION SCHOOL DISTRICT 01
MARION SCHOOL DISTRICT 02
MARION SCHOOL DISTRICT 07
MARLBORO COUNTY SCHOOL DISTRICT
MCCORMICK COUNTY SCHOOL DISTRICT
NEWBERRY COUNTY SCHOOL DISTRICT
ORANGEBURG SCHOOL DISTRICT 03
ORANGEBURG SCHOOL DISTRICT 04
ORANGEBURG SCHOOL DISTRICT 05
SPARTANBURG SCHOOL DISTRICT 07
SUMTER SCHOOL DISTRICT 02
SUMTER SCHOOL DISTRICT 17
UNION COUNTY SCHOOL DISTRICT
WILLIAMSBURG COUNTY SCHOOL DISTRICT
YORK SCHOOL DISTRICT 01

908	2868	31.66%
746	2098	35.56%
375	1111	33.75%
1407	4759	29.57%
350	1258	27.82%
1440	6275	22.95%
1264	3528	35.83%
910	3852	23.62%
2212	7989	27.69%
2371	10124	23.42%
2830	10649	26.58%
2207	9267	23.82%
997	4700	21.21%
2663	6165	43.20%
1318	6562	20.09%

D. Estimated Available Funds

The estimated annual E2T2 and ARRA E2T2 funds available for Round 9 (FY 2009–10) is \$12.2 million.

E. Funding Limits, Ranges, and Number of Awards

Approximately \$1.7 million is available for distribution under formula funds and \$10.4 million is estimated for distribution under competitive priorities. The following list indicates by district the formula allocations based on eligibility:

District Formula Allocations					
District	Formula Allocation	District	Formula Allocation	District	Formula Allocation
Abbeville	\$9,967.32	Dorchester 4	\$8,510.97	Marion 7	\$4,705.74
Aiken	\$67,611.00	Edgefield	\$8,599.37	Marlboro	\$16,347.64
Allendale	\$12,086.47	Fairfield	\$10,190.00	McCormick	\$4,042.80
Anderson 1	\$9,342.83	Florence 1	\$41,371.17	Newberry	\$15,230.39
Anderson 2	\$6,245.84	Florence 2	\$3,284.97	Oconee	\$21,327.66
Anderson 3	\$6,657.05	Florence 3	\$17,811.76	Orangeburg 3	\$16,976.36
Anderson 4	\$6,940.51	Florence 4	\$5,188.38	Orangeburg 4	\$9,868.41
Anderson 5	\$33,500.28	Florence 5	\$3,056.33	Orangeburg 5	\$25,167.30
Bamberg 1	\$4,816.82	Georgetown	\$29,771.24	Pickens	\$34,357.88
Bamberg 2	\$4,559.30	Greenville	\$150,962.54	Richland 1	\$88,207.01
Barnwell 19	\$6,542.80	Greenwood 50	\$22,769.76	Richland 2	\$17,048.14
Barnwell 29	\$2,716.01	Greenwood 51	\$2,545.82	Saluda	\$4,590.71
Barnwell 45	\$6,117.48	Greenwood 52	\$1,518.51	Spartanburg 1	\$7,849.11
Beaufort	\$46,797.80	Hampton 1	\$5,382.34	Spartanburg 2	\$12,623.78
Berkeley	\$53,437.94	Hampton 2	\$7,814.15	Spartanburg 3	\$4,750.57
Calhoun	\$5,786.73	Horry	\$99,849.70	Spartanburg 4	\$4,416.85
Charleston	\$160,831.73	Jasper	\$11,721.07	Spartanburg 5	\$9,053.17
Cherokee	\$22,088.45	Kershaw	\$21,759.15	Spartanburg 6	\$17,342.00
Chester	\$15,154.07	Lancaster	\$33,157.89	Spartanburg 7	\$31,655.22
Chesterfield	\$20,670.07	Laurens 55	\$15,491.12	Sumter 2	\$32,144.56

Clarendon 1	\$6,621.97	Laurens 56	\$10,804.11	Sumter 17	\$23,996.12
Clarendon 2	\$12,739.30	Lee	\$13,607.95	Union	\$10,209.46
Clarendon 3	\$2,414.78	Lexington 1	\$18,832.12	Williamsburg	\$37,875.53
Colleton	\$23,570.43	Lexington 2	\$24,099.75	York 1	\$13,844.62
Darlington	\$38,024.52	Lexington 3	\$4,250.96	York 2	\$6,059.61
Dillon 1	\$4,045.61	Lexington 4	\$7,492.01	York 3	\$34,917.87
Dillon 2	\$19,437.85	Lexington 5	\$10,684.14	York 4	\$5,066.54
Dillon 3	\$5,906.34	Marion 1	\$11,123.92	SC DJJ	\$2,682.48
Dorchester 2	\$24,108.21	Marion 2	\$9,643.14	SC Public Charter	\$7,160.07

Competitive funding will vary depending on the number of qualified applications. The following table lists the types of grants, allocation award ceiling, and the possible number of awards available:

Name of Grant	Allocation Award Ceiling	Number of Possible Awards	Type of Funds
1. Instructional Coach Initiative and Professional Development Project	\$100,000	16	Regular E2T2 funds
2. Student Innovation in Technology (SIT) Project	\$180,000	18	ARRA Funds
3. 21 st Century District Project	\$250,000	20	ARRA Funds

F. Grant Funding Period

The funding period will be July 1, 2009, through June 30, 2010. Funding extensions may be available through September 30, 2011 based on progress made during the initial funding period.

G. Statutory Requirements

According to the No Child Left Behind Act (NCLB) of 2001, Public Law, 107-110, Title II, Part D, Section 2401, provisions have been established for the Enhancing Education Through Technology (E2T2) Program to

- Provide funds to assist schools with the highest levels of student poverty and the greatest need for technology.
- Consultation with private schools is required; however, it is expected that the funds will target schools with the highest percentages of children from low-income families. Federal guidelines expect the funds to target high poverty students. If the private schools within the district fall under this category, relative to the public schools in the district, the district is obliged to provide equitable services to these private school students.

- Districts need to target their specific audience when contacting private schools. For example, for a project serving middle school students, a district would not need to contact private schools serving the elementary or high school levels.
 - Every applicant must contact private schools to inform them about this subgrant opportunity. All applicants must complete and submit the Inclusion of Private Schools Form (included in this RFP), with signatures indicating private schools were contacted. A certified mail receipt will suffice if a signature cannot be obtained. Applicants have the right to ask the schools to perform surveys of income levels to determine the number of students in poverty.
- Each subgrant application must contain an appropriate GEPA statement. Instructions are included in this application package.
 - A minimum of 25% of the grant funds received must be spent toward staff development or teacher training to use technology effectively to enhance learning. Grant funds used to support the salary and/or benefits of a technology coach are considered professional development spending.
 - The 25% requirement does not apply if the recipient demonstrates, to the SCDE, that it already provides such professional development, which is based on a review of relevant research, to all teachers in core academic subjects. In such cases, the remaining funds are to be used to carry out other activities consistent with the purposes of the program and the district's technology plan.
 - The 25% professional development requirement does not apply to funds allocated to private school students and teachers. However, the topic of professional development should be addressed during the consultation process.

H. Authorized Activities

Funds may be used to support activities such as

- Paying for the salary or services of a technology coach but may not be used to supplant the existing services. Per federal statute, at least 25% of E2T2 funds received must be spent toward providing ongoing, sustained, and intensive, high-quality professional development. Any E2T2 funds used to support the salary of the technology coach position is considered professional development spending.
- Increasing accessibility to technology, particularly through public-private partnerships, with special emphasis on access for high-need schools.
- Adapting or expanding applications of technology to enable teachers to increase student academic achievement, including technology literacy, through the use of research-based teaching practices and innovative distance learning strategies.

- Implementing proven and effective courses and curricula that include integrated technology and that are designed to help students reach challenging academic standards.
- Using technology to promote parental involvement and foster communication among students, parents, and teachers about curricula, assignments, and assessments.
- Preparing one or more teachers in schools as technology leaders who will assist other teachers, and providing bonus payments to the technology leaders.
- Enhancing existing technology and acquiring new technology to support education reforms and to improve student achievement.
- Acquiring connectivity linkages, resources, and services for use by students and school personnel to improve academic achievement and technology literacy.
- Using technology to collect, manage, and analyze data to inform and enhance teaching and school improvement efforts.
- Implementing enhanced performance measurement systems to determine the effectiveness of education technology programs funded with Ed Tech funds.
- Developing, enhancing, or implementing information technology courses.
- An LEA may use E2T2 funds to purchase computer equipment for use by private school students and teachers, but not support wiring for computer networks or access to the Internet. The LEA maintains title to equipment purchased with these funds and placed in private schools and should be clearly labeled and identified as the district's property.

I. Unauthorized Activities

E2T2 funds cannot be used to

- support connectivity such as the conduit or pipeline for communications using telecommunications services and/or the Internet;
- supplement other e-Rate expenditures including telecommunications services, Internet access, internal connections, and basic maintenance of internal connections;
- support religious purposes.

J. Supplement, Not Supplant

Funds from this program must be used to supplement, not supplant, the level of services currently available for public and participating private school students and educational personnel. If a full-time technology coach is currently being paid (salary or benefits) from district or school resources, those resources cannot be supplanted by grant funds.

K. Required Monitoring and Reporting

Quarterly and final status/financial reports must be submitted throughout the grant cycle. Failure to submit reports will delay or decrease funding to subgrantees and eliminate subgrantees from future funding cycles.

Due dates for status and final reports:

- January 5, 2009
- April 5, 2010
- July 5, 2010

LEAs must report to the SCDE their performance (either through ARRA E2T2 or the annual E2T2 FY 2010 appropriation) on the following four measures.

- The percentage of districts receiving Ed Tech funds that have effectively and fully integrated technology.
- The percentage of classrooms with Internet access in high and low-poverty schools.
- The percentage of teachers who meet the state's technology standards.
- The percentage of students who meet the state's technology standards by the end of the eighth grade.

Reports must include a record of receipts and expenditures aligned with the approved project budget and timeline. The status report must include progress made toward achieving proposed goals, objectives, activities, and benchmarks. All budget amendments must be included.

Recipients of ARRA funds (grant focus type #2, Student Innovation in Technology and grant focus type #3, 21st Century District Project – listed on page 7) will need to include the additional reporting required by the ARRA.

A Final Evaluation Report must be completed by June 30, 2010. Notification of specifications for this report will be sent to grant recipients.

L. Technical Assistance Sessions

Technical assistance sessions will be held to provide an overview of the application criteria and process. The sessions will be held August 20 at 1:00 p.m. and August 21 at 10:00 a.m. via Elluminate. Prospective applicants may access instructions for joining at <http://ed.sc.gov/agency/offices/Tech/edtechgrant/>.

M. Review and Selection Process

The E2T2 Program Officer will review applications for completeness and compliance with these guidelines for formula funding. Only complete, compliant applications will be considered for formula funding. Proposals that include both formula and competitive funding will be reviewed by a group of peer reviewers.

Readers for the review process will be experienced K–12 teachers and administrators with backgrounds in the application of technology to enhance learning. Each application will be reviewed by two readers and will be rank-ordered using the total scores from the grant readers. Should the readers' scores vary by more than 20 points, a third reader will review the application and the two closest scores will be compiled for the total score.

Notifications of award status will be made October 5, 2009. Score sheets and comments will be made available to all applicants subsequent to the selection process and notification of awards.

N. Appeals Process

Scores may not be appealed. An unfunded applicant may inquire as to whether or not the application process was followed.

An applicant who has submitted a proposal that the SCDE does not fund has five calendar days after receiving notification that the proposal is not funded to request a review of the process. The request for review must be directed to the State Superintendent of Education and must state the reasons for the request. The State Superintendent will ask the appropriate deputy superintendent to investigate. After reviewing the process, the deputy superintendent will notify the applicant in writing as to whether the application process was followed. There will be no further appeal of the deputy superintendent's decision.

O. Timeline of Grant Process

Date	Activity/Action
September 18, 2009	Deadline for receipt of application
October 5, 2009	Notification of awards to applicants
January 5, 2009	Quarterly status and financial reports due to SCDE
April 5, 2010	Quarterly status and financial reports due to SCDE
July 5, 2010	Quarterly status and financial reports due to SCDE
July 5, 2010	Final evaluation due to SCDE

P. Competitive Priorities

Applicants may earn up to an additional 10 points based on the extent to which the need is described and the program proposed will address the need using one of the focus grants listed below.

ARRA E2T2 competitive grant funds will be used to support implementation and continuation of the instructional coaching model and student projects that aim to improve teaching strategies and student achievement through other research-based, technology-infused instructional models.

There are **3** types of focus grants available:

1) Instructional Coach Initiative and Professional Development Project (\$100,000) *(approximately 16 awards available)*

Project must include but not limited to:

- Hiring or continuation of an Instructional Technology Coach
- 25% funding toward Professional Development
- A description of the updated District Professional Development Plan to include instructional technology initiatives and calendar outlining training dates
- A description of the updated District Technology Plan that reflects the goals and objectives of this proposal
- Use of the state funded ePortfolio Technology System for student, teachers, and administrator reporting
- A description of the usage of open source or free online learning resources for classroom instruction

Allowable expenditures include: technology coach salary and fringe benefits, stipends for participating staff, purchase of networks (including WIFI), technical support and system equipment, student and teacher assessment and training (e.g. graduate courses for teachers), software, licenses (e.g. for online course management systems) travel expenses for related activities (Ed Tech conference, and other professional development) supplies for parent outreach programs and staff development (e.g. CDs, jump drives, easel pads, markers, etc.)

2) Student Innovation in Technology (SIT) Project (\$180,000) *(approximately 18 awards available)*

Project must include but not limited to:

- Hiring or continuation of an Instructional Technology Coach
- 25% funding toward Professional Development
- A description of the updated District Professional Development Plan to include instructional technology initiatives and calendar outlining training dates
- A description of the updated District Technology Plan that reflects the goals and objectives of this proposal
- A description of the content Area and grade level focus
- A description of the project equipment
- Use of the state funded ePortfolio Technology System for student, teachers, and administrator reporting

- A description of the usage of open source or free online learning resources for classroom instruction.

Allowable expenditures include the same items as listed above as well as laptops or handheld devices for participating students and teachers, protection software for student devices, wireless cards, power packs, and batteries.

3) 21st Century District Project (\$250,000) (approximately 20 awards)

This proposal will provide an overall district initiative to promote the integration of technology within the instructional program of schools.

Project must include, but not limited to:

- Hiring or continuation of an Instructional Technology Coach
- 25% funding toward Professional Development
- A description of the updated District Professional Development Plan to include instructional technology initiatives and calendar outlining training dates
- A description of the updated District Technology Plan that reflects the goals and objectives of this proposal
- A description of the content specific area (math, science, etc.) to be the main focus of this program
- A description of the project equipment
- Use of the state funded ePortfolio Technology System for student, teachers, and administrator reporting
- A description of the use of open source or free online learning resources for classroom instruction.

Additional suggestions for 21st Century District Project consideration:

- a. Cadre of teachers that work closely with the Instructional Technology Coach that can demonstrate new models for learning, and assistance in development of launching another cohort of pioneers each year.
- b. Use of various technologies including smart boards, computer laptops labs, digital cameras and videos, LCD projectors, and other equipment as it relates to instructional delivery.
- c. Use of the ePortfolio Assessment System for Administrators, Teachers, and students for assistance with delivery and pre and post assessments for students each year.

Q. Selection Criteria

Proposal Narrative Sections	Points Available
Statement of Need	15
Project Design	40
Management and Sustainability	25
Evaluation and Dissemination	20
Subtotal	100
Competitive Priority Points	10
Total	110

R. Reviewer's Scoring Rubric

Application Narrative Content	Max. Points
1. Statement of Need	15
<ul style="list-style-type: none"> The extent to which the needs for technology, access to technology, academic achievement, and professional development for students and staff have been addressed. (5 points) The needs assessment study described makes a convincing case that the program or project is needed. (5 points) The extent of how the applicant describes who is affected, what caused the problem, what will happen if not resolved, and other programs that have tried to resolve the problem and the gaps resulting. (5 points) 	
2. Project Design	40
<p><i>Goals and Objectives</i></p> <ul style="list-style-type: none"> The extent to how the applicant's <u>goals, objectives, and activities</u> align with the three federal purposes of the E2T2 program and with the five federal focus areas. (10 points) <p><u>Purposes</u></p> <ol style="list-style-type: none"> Improve student achievement through the use of technology Assist every student to become technologically literate by the end of the eighth grade Encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented to facilitate goals one and two. <p><u>Federal Focus Areas:</u></p> <ul style="list-style-type: none"> Ensuring increased access to technology for all teachers and students Providing ongoing, sustained professional development for teachers principals, administrators, and school library media personnel to advance the effective use of technology in the classroom or library media center 	

<ul style="list-style-type: none"> ▪ Improving student achievement, especially technology literacy ▪ Using research-based methods to integrate technology with curricula and instruction ▪ Using technology effectively to promote parental involvement and communication with parents, including how parents will be informed of the technology that will be used. • The extent of the goals and objectives and how they meet the needs described in the needs section. The objectives are specific, measurable, achievable, relevant, and time-specific. (5 points) <p style="text-align: center;"><i>Strategies and Activities</i></p> <ul style="list-style-type: none"> • The extent to how the applicant's activities address the following 5 items: (15 points) <ol style="list-style-type: none"> 1. Ensure increased access to technology (computers and internet connectivity) for all teachers and students 2. Provide ongoing, sustained professional development for certified teachers principals, administrators, and school library media personnel to advance the effective use of technology in the classroom or library media center 3. Improving achievement, especially technology literacy, of students 4. Using research-based methods to integrate technology effectively with curricula and instruction 5. Using technology effectively to promote parental involvement and communication with parents, including how parents will be informed of the technology that will be used. <p style="text-align: center;"><i>Timeline of Activities</i></p> <ul style="list-style-type: none"> • The Timeline is included in the appendix and describes each program activity completely. (10 points) 	
3. Management and Sustainability	25
<ul style="list-style-type: none"> • The extent of how the applicant plans to carry out the project to include a description of project personnel, facilities, and materials. Project Manager has been identified and a job description and resume has been included. Additional key personnel have been identified and job descriptions and credentials have been included. (10 points) • The extent to how the applicant describes the security and supervision for equipment. A completed and signed CIPA Assurance has been included as an attachment. (5 points) • The extent to which the applicant describes the sustainability of the program beyond the funding period. (10 points) 	
4. Evaluation and Dissemination	20
<ul style="list-style-type: none"> • The extent to which the applicant plans to evaluate the 	

<p>program to include the collection of data that directly correlates to technology literacy and student gains in test scores in the selected academic area(s) identified in this grant. (10 points)</p> <ul style="list-style-type: none"> The extent to which the applicant has described how they will spread the word about the project to contribute to knowledge in this field and/or become a model for others to use. (10 points) 	
Subtotal	100
Competitive Priorities	20
<p>An additional 10 points may be earned if the applicant qualifies and applies for additional ARRA E2T2funding and includes the following information that will help build sustainable capacity for technology integration, improve student achievement, and advance education reform.</p> <ul style="list-style-type: none"> The extent to which the applicant listed the type of focus grant for which they are applying and included their goals and objectives address each activity for the focus grant. The extent to which the strategies and activities will be used to address each objective. 	
Total	110

S. Deadline and Submission Procedures

1. Only applications that adhere to all guidelines and directions will be deemed completed and scored.
2. Grants that are plagiarized from the Internet, other grants, or resources will not be considered for funding.
3. Applications that are faxed will not be accepted.
4. Applications must be received no later than 4:30 p.m., Monday, September 18, 2009. Applications received after the deadline will not be considered.
5. Applications must be submitted electronically as one PDF attachment to dnelson@ed.sc.gov. This file must contain all required elements of a complete application (see Application Overview on the next page). In addition, the Cover Page, Assurances, and Terms and Conditions documents must contain the authorized official's signature. Without signatures on the appropriate forms, an application will be deemed incomplete and will not be reviewed.
6. Upon notification of awards and as a condition for release of funds, awarded districts must submit all original signature documents (signed with blue ink) to David Nelson at the address listed on the cover of this RFP

PART II: APPLICATION OVERVIEW, CONTENT, AND INSTRUCTIONS

Carefully adhere to font, format, page limit, and organizational requirements. Only narratives that adhere to these requirements will be considered for funding.

A. Application Overview

- ☐ Cover Page
- ☐ Table of Contents (including page number for each item)
- ☐ Executive Summary
- ☐ Press Release
- ☐ Proposal Narrative
 - Statement of Need
 - Project Design
 - Management and Sustainability
 - Evaluation and Dissemination
- ☐ Budget
 - Budget Form
 - Budget Narrative
- ☐ Forms
 - Inclusion of Private Schools
 - Assurances
 - Terms and Conditions
 - GEPA Statement of Compliance
 - Ed Tech CIPA Assurance Form
- ☐ Appendices
 - Timeline of Activities
 - Resumes or Vitae of Key Project Personnel
 - Sample Security Policies, Forms, and Assurances
 - Equipment Care Policies and Procedures
 - Letters of Commitment (for partnership applications)

B. Application Narrative Format

Length of Narrative:	Maximum of 15 pages for formula funding proposals under annual E2T2 and 20 pages for formula and competitive funding under ARRA E2T2
Required Font/Size:	Arial/Size 11 or 12
Margins:	1" on all sides

Page Numbers:	bottom right
Spacing:	Double spaced. Charts and tables may be singled spaced.

Each section must be clearly identified. Sections may not be combined. Incomplete proposals will not be considered.

C. Program Summary/Abstract

In one, double-spaced page (with 1" margins on all sides), concisely describe the applicant's agency and the organization's mission, the name and category of any project partners, the target population to be served with this grant, the documented need for the program as revealed by the organization's needs assessment, the goals and objectives of the program/project, and the amount of funding requested.

D. Press Release

The district's or applicant agency's public information officer must provide an abstract of this proposal that can be used in a press release from the SCDE. This release should be provided on a separate page, clearly identify the applicant and contain no more than five sentences. This release will be used if the application is funded.

E. Applicant Narrative Content

1. Statement of Need

This section presents the needs of your students and staff for technology, access to technology, academic achievement, and professional development. In addition, discuss how technology affects communications with and involvement of parents.

To make a convincing case that the program or project is needed, describe the needs assessment conducted to study the situation and provide a variety of reliable resources to document the existing need.

This section should be clear, factual, and compelling as you state the problems, who is affected, what caused the problems, what will happen if the problems are not solved, and discuss other programs that have tried to address the problems but have left gaps. Does the program that you have designed address those gaps and meet the need you have identified? Does this program also address the need for parental technology literacy? Describe how your program will positively impact factors such as increased student achievement and teacher proficiency in accordance with Ed Tech legislation.

2. Project Design

Goals and Objectives

The applicant's goals, objectives, and activities must align with the three federal purposes of the E2T2 program and with the five federal focus areas.

Purposes

4. Improve student achievement through the use of technology
5. Assist every student to become technologically literate by the end of the eighth grade
6. Encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented to facilitate goals one and two.

Federal Focus Areas:

- Ensuring increased access to technology for all teachers and students
- Providing ongoing, sustained professional development for teachers principals, administrators, and school library media personnel to advance the effective use of technology in the classroom or library media center
- Improving student achievement, especially technology literacy
- Using research-based methods to integrate technology with curricula and instruction
- Using technology effectively to promote parental involvement and communication with parents, including how parents will be informed of the technology that will be used.

Applicants must have clear, explicit goals and objectives. Goals and objectives should address the needs identified in the previous section as well as connect to the federal purposes and focus areas as well as the applicant's proposed strategies and activities. Objectives must be specific, measurable, achievable, relevant, and time-specific.

In considering the use of ARRA E2T2 funds, an LEA should give particular consideration to strategies that will help build sustainable capacity for technology integration, improve student achievement, and advance education reform in the following four areas:

- Increasing teacher effectiveness and addressing inequities in the distribution of effective teachers through high quality professional development and teacher incentive programs designed to attract and keep effective teachers in hard to staff schools in rural and urban areas;
- Using advanced technology systems to collect, manage, and analyze data in order to track student progress from pre-K through college and career and foster continuous improvement;
- Implementing technology-enhanced strategies that support rigorous college- and career-ready, internationally benchmarked standards,

- supplemented with high-quality assessments that are valid and reliable for all students including limited English proficient students and students with disabilities; and
- Targeting intensive support to high-poverty, high-need LEAs to improve access to and the effective use of advanced technologies to turn around the lowest performing schools.

Because ARRA E2T2 funds will more than likely not be available beyond September 2011, LEAs should focus on these funds as a short-term investment with the potential for long-term benefits rather than make ongoing commitments that they might not be able to sustain once ARRA E2T2 funds are expended.

For the competitive ARRA E2T2 funding, list the type of focus grant for which you are applying as outlined. Include an overall goal and provide objectives to address each activity.

Strategies and Activities

In the strategies and activities subsection of the Project Design, address each of the items 1–5 below.

1. Ensure increased access to technology (computers and internet connectivity) for all teachers and students

In this section, describe what the district will do to ensure appropriate availability of computers and connectivity in the targeted school(s) and classrooms to accomplish the goals of the project. Describe the steps to be taken to ensure that targeted students and teachers in the targeted school(s) have increased access to educational technology.

2. Provide ongoing, sustained professional development for certified teachers principals, administrators, and school library media personnel to advance the effective use of technology in the classroom or library media center

In this section, identify a comprehensive professional development program in which the Technology Coach will support the project and enable certified staff to use technology effectively in the classroom. Include a list of any other entities that will be involved in providing ongoing, high quality professional development. Describe how professional development initiatives will be used and to what extent.

Note: a recipient must not use less than 25% of E2T2 funds to provide ongoing, high-quality professional development that is based on relevant research. E2T2 funds spent toward the salary of a Technology Coach are considered monies spent toward professional development.

3. Improving achievement, especially technology literacy, of students

In this section, describe the actions (e.g. teaching practices, available materials, instructional strategies, curricula materials, etc.) that will be implemented to increase student achievement and technology literacy through the effective use of technology.

4. Using research-based methods to integrate technology effectively with curricula and instruction

In this section, describe how the applicant will identify and promote curricula and teaching strategies that effectively integrate technology into instruction (including software and other electronically delivered learning materials). As previously mentioned, applicants must agree to use a full-time Technology Coach, as defined by the SCDE, to serve as an expert and train other certified staff in the effective integration of technology in the curricula.

5. Using technology effectively to promote parental involvement and communication with parents, including how parents will be informed of the technology that will be used.

In this section, explain how the applicant will ensure the effective use of technology to promote parental involvement and increase communication with parents. Describe how parents will be informed of the technology being applied in their child's education. Applicants may explore ways in which technology can expand efforts to connect schools and certified staff with parents and students to promote meaningful parental involvement and foster increased communication about curricula, assignments and assessments.

For the competitive ARRA E2T2 funding, describe the strategies and activities that will be used to address each objective. Use the Timeline of Activities (included in this RFP) to ensure each objective will be addressed.

Timeline of Activities

A sample Timeline of Activities is included in this application package. The Timeline does not count in the narrative proposal page limit and must be included as an appendix. The timeline must describe when each program activity begins and ends, how each activity relates to a particular objective, the evidence of proof or data to be collected for each activity, and who is responsible for overseeing the activity.

3. Management and Sustainability

In this section, the application must describe its ability to carry out the project with regard to personnel, facilities, and materials. Identify the Project Manager, include a job description for the manager, and attach a resume or vitae for each key staff member (limited to two pages each) as an appendix. If there are

additional key project staff, please explain their job descriptions and credentials to participate in the project.

Explain security and supervision for equipment. Software must be installed on any applicable machines to prevent students from accessing inappropriate Internet sites. Applicants must complete and submit the Ed Tech CIPA Assurance Form that addresses security. To support this explanation, applicants must include as attachments:

- Policies governing the use of technologies by students in and outside the school must be included as an appendix.
- A sample or explanation of the assurance forms to be signed by parents and students related to use of equipment.
- Policies related to student and parent care of any equipment that is checked out.

In addition, the applicant must identify and explain any experience with providing the proposed services **or** the promise of success the applicant demonstrates in providing these services. Identify any factors or circumstances (positive and/or negative) within the local environment that may affect progress toward achieving project goals and explain how these factors will be addressed. A detailed description of the federal, state, and local programs that will be combined or coordinated with the proposed program to make the most effective use of public resources is included. (Enhancing Education Through Technology Formula Funds, Title I funds, Title IV funds, SC Lottery funds, county or city funds are examples of programs that are appropriate to mention in this section.)

The sustainability section must address what the applicant district(s) will do to ensure that the project will maintain its activities beyond the grant cycle. If the subgrant includes partnerships, then this section must state the ability of each partner to work to sustain the project beyond this funding period. Applicants may not charge fees as a means of sustainability.

4. Evaluation and Dissemination

The evaluation section must describe the plan to evaluate the program's outcomes and proves, using scientific methods, if and how well the project worked. It must include the collection of data that directly correlates how the technology literacy of students impacts their gains in test scores in the selected academic area identified in this grant.

All subgrantees will be required to participate in the South Carolina ePortfolio Management System that assesses technology proficiency of certified staff and students. ePortfolio is provided at no cost to school districts and will provide necessary components for the assessment of the project. Student technology proficiency will be measured via project-based assessments in ePortfolio. Correlation of state assessment scores with technology proficiency of students will

be conducted by the SCDE. All records from the district or consortium must be made available to the SCDE.

All subgrantees are strongly encouraged to keep video and/or pictorial progress of program implementation. This should be made readily available to the SCDE upon request. The SCDE also encourages grantees to report any significant accomplishments as they occur.

The dissemination section describes how the applicant will spread the word about its project to contribute to knowledge in this field and/or become a model for others to use.

F. Application Budget

Budget Form

The Budget Form included in this application package must be used to provide an accurate total budget for the amount requested. Because annual E2T2 and competitive ARRA E2T2 funds must be reported separately, the Budget Form includes two categories. Make sure to separate the funding based on formula or competitive. The use of all budget categories is not required. Totals on the budget form should equal the budget narrative totals.

Budget Narrative

The Budget Narrative is reflective of the Budget Form. **Provide a separate budget for formula and competitive funding.** Provide clear evidence that the expenditures are appropriate and justified to support the activities in the project. Expenditures should be reasonable and adequate to complete the project. Include all formulas used to calculate the cost for each line item. The Budget Narrative may be in spreadsheet format.

100 Personnel (Salaries)

Salaries for substitute teachers to support this subgrant by providing time for teacher training may be included. Stipends and salaries are allowable to fill the role of school technology leaders, including the Technology Coach if the district is not already funding this salary.

200 Employee Benefits

Employee benefits for substitute teachers used to provide time for teacher training may be included in this application. Examples include FICA, insurance, etc.

300 Purchased Services

Itemize expenses such as travel, telephone, registration fees, and contract services. Expenses associated with attending conferences must be justified in the project. This category also includes those services that must be performed by consultants with specialized knowledge, skills, or abilities.

These consultant services may include travel, meals, lodging, honoraria/consultant fees, materials, and related expenses.

400 Supplies and Materials

Expenditures in this category may include software, books, binders, printing costs, paper, manuals, training supplies, etc. (threshold: \$5,000 per item)

500 Capital Outlay

List and itemize the cost of each piece of equipment. Allowable costs include computer workstations, file servers, connectivity hardware, peripherals, etc. All equipment acquired under this subgrant shall be the property of the school district and comply with technology guidelines and standards as defined in the school, district, and/or state technology plans.

G. Required Forms and Attachments

1. Inclusion of Private Schools

The form included in this application package must be completed and signed in blue ink and included in the submitted application.

The Office of Management and Budget Circular A-133 Compliance Supplement, Cross Cutting Section, page 4-84.000-20 states: An SEA, LEA, any other educational service agency (or consortium of such agencies), or private organization receiving financial assistance under an applicable program shall provide eligible private school children and their teachers or other educational personnel with equitable services or other benefits under these programs. Before an agency or consortium makes any decision that affects the opportunity of eligible private school children, teachers, and other educational personnel to participate, the agency or consortium shall engage in timely and meaningful consultation with private school officials.

The form in this RFP asks for the assurance that a consultation with the participating private school officials includes all of the following requirements:

- How the needs of the children will be identified and what services will be offered.
- How, where, and by whom the services will be provided.
- How the services will be academically assessed and how the results of that assessment will be used to improve those services.
- The size and scope of the equitable services to be provided to the eligible private school children (k-8th graders) who fall below the poverty line according to the U.S. Census Bureau), and the proportion of funds that are allocated for eligible private school children.
- The method or sources of data that are used to determine the number of children that falls below the poverty line in participating school attendance areas who attend private schools.
- How and when the agency will make decisions about the delivery of services to such children including a thorough consideration and analysis of the views of the

private school officials on the provision of services through a contract with potential third party providers.

- How, if the agency disagrees with the view of the private school official on the provision of services through a contract, the LEA will provide in writing to such private school officials an analysis of the reasons why the LEA has chosen not to use a contractor.

2. Assurances

The form included in this application package must be completed, signed, scanned, and included in the submitted application. The original documents must be signed in blue ink.

3. Terms and Conditions

Follow the same directions for Assurances (see above).


4. Compliance with General Education Provisions Act (GEPA)

All annual E2T2 and ARRA E2T2 applications must include statement of compliance with General Education Provisions Act (GEPA). This provision requires that each applicant describe how it will ensure equitable access to, and participation in, federally assisted programs for students, teachers, and other program beneficiaries with special needs. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age.

Please attach a brief statement (less than one page) explaining how the proposed grant activities will be accessible to all potential participants.

5. Ed Tech CIPA Assurance Form

Districts must read and sign the compliance statement of the Children's Internet Protection Act (CIPA) requirements. If a district is in the process of complying, this should be thoroughly explained.

 <p>South Carolina Department of Education</p> <p>Together, we can.</p>	<p>Enhancing Education Through Technology Subgrant Application</p> <p>Application Cover Page</p>	<p>FOR SCDE USE ONLY</p> <p>Grant Number _____</p> <p>Date Received: _____</p> <p>Received By: _____</p>
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Application Cover Page

Application Information

Total Funds Requested	_____	
Type of Funding Requested	<input type="checkbox"/> Formula	<input type="checkbox"/> Formula and Competitive
Type of Competitive Focus Grant	<input type="checkbox"/> 1. Instructional Coach Initiative and Professional Development Project	
	<input type="checkbox"/> 2. Student Innovation in Technology (SIT) project	
	<input type="checkbox"/> 3. 21 st Century District Project	

Applicant Information

Name of Applicant	_____
Unit or Department	_____
Mailing Address	_____

City, State, Zip Code	_____

Contact Information

Project Manager	_____	
Title/Position	_____	
E-mail Address	_____	
Office Telephone	_____	Fax _____
Mailing Address	_____	

City, State, Zip Code	_____	
Signature of Contact Person:	_____	

Funding Period: From July 1, 2009–June 30, 2010

Certification: I hereby certify that, to the best of my knowledge, the information and data contained in this application are true and correct. The applicant's governing body has duly authorized this application and document, and the applicant will comply with the attached Terms and Conditions, Assurances, and ePortfolio Participation, Technology Coach Guidelines, Assessment, and Reporting Assurances.

Signature of Authorized Official _____

_____ Date

Signature of Chief Financial Officer _____

_____ Date



Enhancing Education Through Technology Subgrant Application

Inclusion of Private Schools

Inclusion of Private Schools

Please complete the following sections relating to invitation and consultation with private schools located within the boundaries of your district.

Name of Applicant: _____

Name of Partnering School District(s): _____

<input type="checkbox"/>	There are <u>no</u> private schools located within the boundaries of the school district(s) or within the boundaries of the proposed attendance area of the program. If you check this box, you do not need to complete the remainder of the form.
<input type="checkbox"/>	The applicant(s) contacted and invited the private schools to participate in the subgrant program, but <i>no private schools chose to participate</i> .
<input type="checkbox"/>	The applicant(s) contacted and invited the private schools to participate in the subgrant program, and <i>at least one private is participating in the project</i> .

_____ Total number of private school students in your district who are ages 5-17 that falls below the poverty line. These students will be eligible to receive services or benefits during the grant period.

_____ Total number of private school teachers who serve the above students estimated to participate in training during the grant period.

Private Schools Within Proposed Service Area Eligible to Receive Services

1.	Name: _____	
	Method of Contact (please include copies of letters, attendance lists, and e-mails)	
	<input type="checkbox"/> Letters or facsimile documents <input type="checkbox"/> Documented telephone call(s)	<input type="checkbox"/> Meetings <input type="checkbox"/> E-mail Other: _____
	Did this school respond? Yes No	Did this school elect to participate? Yes No
2.	Name: _____	
	Method of Contact (please include copies of letters, attendance lists, and e-mails)	
	<input type="checkbox"/> Letters or facsimile documents <input type="checkbox"/> Documented telephone call(s)	<input type="checkbox"/> Meetings <input type="checkbox"/> E-mail Other: _____
	Did this school respond? Yes No	Did this school elect to participate? Yes No

*Add rows for schools as needed.

The applicant assures that the district met with all qualifying private school officials yielding a resolution for all the requirements of this RFP.

On an attached page, briefly give a description of the benefits that will be received by eligible private school students and teachers as a result of this subgrant.

School District Superintendent

Date

Private School Official

Date



Enhancing Education Through Technology Subgrant Application

Terms and Conditions

Assurances

As the duly authorized representative of _____,
I certify that this applicant _____ (Please print or type name of applicant.)

- A. Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application.
- B. Will give the State Department of Education (SCDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles or agency directives.

The applicant's accounting system must include sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. Financial management systems must be capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system must be able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the grantee must maintain adequate supporting documents for the expenditures (federal and nonfederal) and in-kind contributions, if any, that it makes under this grant. Costs must be shown in books or records (e.g., disbursements ledger, journal, payroll register) and must be supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.

The applicant will also comply with the Office of Management and Budget Circulars A-122 "Cost Principles for Non-Profit Organizations" or Circular A-87 "Cost Principles for State, Local, and Indian Tribal Governments" for maintaining required support for salaries and wages. Required support includes certifications and/or personnel activity records according to the type of entity.

- C. Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SCDE for costs related to this grant.
- D. Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.
- E. Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The grantee will take affirmative action to ensure that applicants for employment and the employees are treated during the period of their employment without regard to their race, color, religion, age, sex, national origin, or disability.
- F. Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 *et seq.* and § 8-13-100 *et seq.* (Supp. 2007)).
- G. Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 *et seq.* (Supp. 2007)) if the amount of this award is \$50,000 or more.

Signature of authorized official

Date

Signature of authorized financial official

Date



Terms and Conditions

(Page 1 of 2)

- A. **Completeness of Proposal.** All proposals should be complete and carefully worded and must contain all of the information requested by the State Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact.
- B. **Termination.** The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. After it has been awarded, the SCDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SCDE if the grantee fails to perform as promised in its proposal.
- C. **Travel Costs.** Travel costs, if allowed under this solicitation, must comply with the state of South Carolina travel regulations.
- D. **Honoraria.** Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. You should check with the program office before budgeting for honoraria.
- E. **Obligation of Grant Funds.** Grant funds may not be obligated prior to the effective date or subsequent to the termination date of the grant period. No obligations are allowed after the end of the grant period, and the final request for payment must be submitted no later than thirty (30) days after the end of the grant period.
- F. **Use of Grant Funds.** Funds awarded are to be expended only for purposes and activities covered by the project plan and budget.
- G. **Copyright.** The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SCDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.
- H. **Documentation.** The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant.
- I. **Reports.** The grantee shall submit a final financial report within thirty (30) days of the final disbursement. This report should be a final accounting of the grant. It may be submitted in either narrative or spreadsheet form.
- J. **Certification Regarding Suspension and Debarment.** By submitting a proposal, the applicant certifies, to the best of its knowledge and belief, that the
- Applicant and/or any of its principals, subgrantees, or subcontractors
 - Are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency;
 - Have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, state, or local) contract or subcontract; violation of Federal or



Enhancing Education Through Technology Subgrant Application

Terms and Conditions

Terms and Conditions (Page 2 of 2)

state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and

- Are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above.
- Applicant has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (Federal, state, or local) entity.

K. **Audits**

- Entities expending \$500,000 or more in federal awards:
Entities that expend \$500,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of Office of Management and Budget (OMB) Circular No. A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. The submission deadline for A-133 audits is nine months after the entity's fiscal year-end. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward.
- Entities expending less than \$500,000 in federal awards:
Entities that expend less than \$500,000 in a fiscal year in federal awards are exempt from the audit requirements in the Single Audit Act and Circular A-133. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SCDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).

- L. **Records.** The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of three (3) years after the termination date of the grant.

- M. **Reduction in Budgets and Negotiations.** The SCDE reserves the right to negotiate budgets with potential grantees. The SCDE may, in its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the potential grantee. The grantee may at that time negotiate or withdraw its proposal. In addition, the SCDE may desire to fund a project but not at the level proposed. In that case the SCDE shall notify the potential grantee of the amount that can be funded, and the grantee and the SCDE shall negotiate a modification in the proposal to accommodate the lower budget. All final decisions are that of the SCDE.

- N. **Amendments to Grants.** Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.

Signature of authorized official

Date

Signature of authorized financial official

Date



Enhancing Education Through Technology Subgrant Application

Instructions for GEPA Statement

GEPA: Notice to All Applicants

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in Braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.



**Enhancing Education Through Technology
2009–2010 Subgrant Application**

Timeline of Activities

Sample Timeline Template

Start Date– End Date	Activity to Achieve Objective	Related Objective and Goal	Evidence that Proves Activity has been Completed OR Data to be Collected from Activity	Persons/Agency Responsible



**Enhancing Education Through Technology
2009–2010 Subgrant Application**

Budget Form

Name of Applicant _____

Budget Form

Object Category	Formula Funds	Competitive Funds	Total
Personnel (Salaries) (100)			
Employee Benefits (200)			
Purchased Services (300)			
Supplies and Materials (400)			
Capital Outlay (500)			
Other (600)			
Total			



Ed Tech CIPA Assurance Form

Below is a list of the Children's Internet Protection Act (CIPA) requirements. Districts should carefully read the requirements and sign the statement indicating compliance. If a district is in the process of complying, this should be thoroughly explained.

1. Technology Protection Measure

A Technology Protection Measure is a specific technology that blocks or filters Internet access. It must protect against access by adults and minors to visual depictions that are obscene, child pornography, or - with respect to use of computers with Internet access by minors - harmful to minors. It may be disabled for adults engaged in bona fide research or other lawful purposes. For schools, the policy must also include monitoring the online activities of minors.

Filtering Product Used _____

2. Internet Safety Policy

The Internet Safety Policy must address the following issues:

- access by minors to inappropriate matter on the Internet and World Wide Web;
- the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;
- unauthorized access, including so-called "hacking," and other unlawful activities by minors online;
- unauthorized disclosure, use, and dissemination of personal information regarding minors; and
- measures designed to restrict minors' access to materials harmful to minors.

I certify that the district of _____ has complied with the requirements of the Children's Internet Protection Act.

Printed Name of Designated Official

Date

Signature of Designated Official

Date